

LEARNING ENVIRONMENT CORRELATE 4 – SCHOOL CULTURE

Correlate 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
4.1 SCHOOL CULTURE	Meets criteria for a rating of “3” on this indicator plus:			
DA 4.1a There is leadership support for a safe, orderly, culturally sensitive and equitable learning environment (e.g., culture reviews/school opinion surveys). <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> School/district safety plan Student/parent/staff handbooks Emergency drill plans School climate/culture reviews School accident/student health reports Discipline infraction records Attendance records Student, parent, school staff and district staff interviews Facility inspection reports Health department inspection reports Fire Marshall reports Student discipline reports 5YCEP 	Community members (e.g., architects, facility experts, emergency support personnel, Elders, families and cultural or tribal leaders) provide proactive assistance, guidance and support to schools in an effort to ensure a safe, healthy, orderly and equitable learning environment. Community members participate through general meetings, surveys and committees (e.g., school effectiveness teams).	The physical structures and condition of the school provide all students and staff members with a safe, healthy, orderly and equitable learning environment reflecting tribal culture in an attractive suitable manner when appropriate.	The physical structures of the school generally provide students and staff with a safe, healthy, orderly and equitable learning environment, but areas of the physical structure need improvements. Learning environment data are not collected on a regular basis or the data are not analyzed for use in planning and decision-making.	The physical structures of the school do not provide a safe, healthy, orderly and equitable learning environment. Learning environment data are not collected.
	School leadership collaborates with community representatives to design policy and identify procedures that ensure a safe, healthy, orderly and equitable learning environment.	The school board adopts a classroom management and discipline policy and school leadership implements procedures to provide a safe, healthy, orderly and equitable learning environment grounded in tribal values when applicable.	The school board adopts a classroom management and discipline policy to provide a safe, healthy, orderly and equitable learning environment, but either the policy is inadequate or school leadership does not fully implement procedures congruent with the policy.	School board policy does not address the establishment of a safe, healthy, orderly and equitable learning environment.
	In order to provide an orderly learning environment, school leadership collaborates with Elders' community, family and student representatives to establish and implement	In order to provide an orderly learning environment, school leadership establishes policies and implements operational procedures to minimize	School leadership has established operational procedures to minimize disruptions, but the procedures are not always enforced.	School leadership has not established operational procedures to minimize disruptions.

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4.1a SCHOOL CULTURE (continued) <ul style="list-style-type: none"> School board policies and meeting minutes Facility work orders Walk-through observations Staff extra-duty schedule Safe schools data reports 	Meets criteria for a rating of “3” on this indicator plus:			
	Policies and operational procedures to minimize disruptions to instruction, based on tribal/cultural values and positive interactions.	disruptions to instruction.		
	Peer adjudication and community justice systems are active partners with school leadership in the equitable application of academic and behavior standards.	Academic and behavior standards are well defined, clearly communicated to students and equitably applied throughout the learning environment.	Academic and or behavior standards are defined, but may not be clearly communicated to students or equitably applied.	Academic and behavior standards have not been well defined, clearly communicated to students and/or equitably applied.
	District and school leadership regularly conduct joint walk-throughs of the school to collect ongoing data concerning the learning environment and establish a feedback loop on safety, health, order and equity issues.	Learning environment data are regularly collected through various means (e.g., culture/climate surveys, opinion surveys) and analyzed for use in planning and decision-making to provide a safe, healthy, orderly and equitable learning environment.	Learning environment data are not collected on a regular basis or the data are not analyzed for use in planning and decision-making.	Learning environment data are not collected.
	The school has a written wellness policy prevention curriculum (e.g., alcohol, tobacco, drugs) substance abuse policy and a collaborative relationship with tribal services and other prevention wellness programs. The school plans include involvement of family and community in the areas of prevention and wellness.	The school has a written wellness policy prevention curriculum (e.g., alcohol, tobacco, drugs) substance abuse policy and a collaborative relationship with tribal services and other prevention wellness programs.	The school has a written wellness policy, prevention curriculum, (e.g., alcohol, tobacco, drugs and substance abuse policy).	The school does not have a written wellness policy prevention curriculum (e.g., alcohol, tobacco, drugs) substance abuse policy and a collaborative relationship with tribal services and other prevention wellness programs.

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4.1a SCHOOL CULTURE (continued)	Meets criteria for a rating of "3" on this indicator plus:			
	The school counseling program provides preventative and crisis counseling and brings the staff and community members together in developing cultural instructions. The counselor understands tribal culture and acknowledges the cultural rites of passage for youth.	The school counseling program provides preventative and crisis counseling and brings the staff and community members together in developing cultural instructions.	The school counselor provides preventative and crisis counseling but does not work closely with staff and community.	The school counselor does not have an integral role in the school culture.

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4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> Mission and belief statements 5YCEP Faculty meeting agenda School mission, belief and vision statements Documentation of professional development days/released time Student, staff member, parent/family member and community member interviews Perception surveys School calendar showing motivational and celebratory events Classroom observations Individual education plans/504 plans Lesson plans 	The practice of school leadership includes support for learning during extracurricular and co-curricular activities.	The practice of school leadership demonstrates a commitment to high academic expectations for all students. Inclusion is practiced. School leadership establishes and sustains a focus on continuous improvement in student learning.	School leadership claims a commitment to high academic expectations for all students, but does not demonstrate that commitment in practice.	School leadership does not have a commitment to high academic expectations for all students.
	Family members, business leaders and other community members establish collaborative partnerships to design initiate and sustain authentic learning experiences in support of student learning. Community members serve as a resource to help plan cultural instruction.	School leaders and staff members facilitate ongoing learning experiences intended to encourage family tribal, cultural leaders, Elder members, business leaders and other community members to share in the school’s vision of student learning.	School leaders and staff members make limited efforts to share the school’s vision of student learning with other stakeholders.	School leaders and staff make no effort to share the school’s vision of student learning with other stakeholders.
	School leadership establishes a learning community and safe environment in which teachers can openly share successes and failures and constructively analyze and criticize practices and procedures.	School leadership provides opportunities for teachers to regularly share their innovations (e.g., novel instructional strategies, culturally responsive teaching strategies and exemplary Indian Education for All curriculum, effective resources, technology integration) that have resulted in higher student achievement.	School leadership provides limited opportunities for teachers to share innovations that have resulted in higher student achievement.	Teachers do not share success stories, even when opportunities are available.

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4.1b (continued)	School leadership implements a systematic process to ensure continuous school-wide improvement and higher student achievement.	School leadership establishes and sustains a focus on continuous improvement in student learning, in order to realize expected student outcomes.	School leadership generally emphasizes continuous improvement in student learning, but may not do so on a regular or consistent basis.	School leadership does not have a focus on continuous improvement in student learning.

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4.1c Teachers hold high expectations for all students academically, culturally, emotionally, physically and behaviorally. This is evidenced in their practice. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Mission and belief statements • Lesson plans • Walk-through observations • Student, parent and staff interviews • School discipline plan/classroom management plan • Student and parent handbooks • Posted behavior standards • Posted academic standards and rubrics • Perception surveys • School board policy • Individual growth plans • Team/department/committee meeting agenda/minutes • Master schedule/use of instructional time • Student work • Library/media center usage • Extra-curricular and co-curricular program schedule • Safe schools data reports 	Meets criteria for a rating of “3” on this indicator plus:			
	Students and staff members collaborate to establish, sustain and demonstrate in practice school-wide high academic expectations that are applicable to all.	Teachers set high academic expectations for all students. They challenge the students to set high expectations for themselves and provide the structure and support to ensure student success.	Standards of behavior exist, but are neither communicated to students nor equitably applied. Teachers set high academic expectations for some students, but not all.	Teachers do not set high academic expectations for students.
	Students and staff members collaborate to research and adopt an effective program of school-wide student behavior that emphasizes self-discipline and responsibility.	Standards of student behavior are collaboratively developed, clearly communicated to stakeholders and equitably applied to all students.	Standards of behavior are developed by staff members and communicated to students, but not equitably applied.	Standards of behavior exist, but are neither communicated to students nor equitably applied
	School regularly reviews its mission /purpose statement to determine its appropriateness and whether or not it is truly reflective of the cognitive, social, emotional and physical needs of the whole child in a cultural context.	Social bases expected student learnings on the mission statement that reflects the cognitive, social, emotional and physical needs of the whole child in a cultural context.	School bases expected learnings on the mission statement, but the cognitive, social, emotional and the physical needs of the child in a cultural context is not present.	Mission statement exists, but expected student learnings are not based on the mission statement.

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4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Mission and belief statements • 5YCEP • Staff interviews • School board/committee/faculty meeting agenda/minutes • Walk-through observations • Employee handbooks • Organizational charts • Work schedules • Job descriptions • Staff development agenda 	Meets criteria for a rating of “3” on this indicator plus:			
	The mission and belief statements of the school are the decision-making filter and compass for staff members, students and family members in the work of the school.	All staff members are knowledgeable of and make decisions guided by the school’s mission and belief statements.	Staff members are aware of the school’s mission and belief statements, but the statements do not always guide decision-making.	Decision-making is not guided by the school’s mission and belief statements.
	Structures and systems maximize the potential for staff members to be collegially self-directed and empowered in both formal and informal decision-making regarding teaching and learning.	Structures and systems are effectively implemented to promote collaboration and collegiality in both formal (committee structure) and informal decision-making regarding teaching and learning.	Decision-making structures and systems are in place but are not effectively implemented to promote collaboration and collegiality among staff members regarding teaching and learning.	Decision-making structures and systems to promote collaboration and collegiality among staff members regarding teaching and learning either do not exist or are not implemented.
	Non-teaching staff members collaborate with the teaching staff to expand the scope of their areas of responsibility to include teaching and learning experiences (e.g., safety discussions, health issues, reading buddies).	Non-teaching staff members establish a professional learning community with teaching staff members to resolve challenges in their areas of responsibility (e.g., scheduling of routine maintenance/housekeeping to avoid disruption to instruction, maintaining “learning” bulletin boards in the cafeteria) to contribute to a positive learning environment for students.	Non-teaching staff members cooperate with teaching staff members when making decisions in their areas of responsibility that contribute to a positive learning environment for students.	Non-teaching staff members do not consider teaching and learning when making decisions in their areas of responsibility.

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4.1e Teachers recognize and accept their professional role in student success and failure. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Staff member, student and parent/ family member interviews • School board policies • Professional resources • Samples of student evaluations of teachers • Documentation of professional development days/release time • Lesson plans/units of study 	Meets criteria for a rating of “3” on this indicator plus:			
	School board policy establishes clear guidelines and support structures for teachers and administrators to study, understand and act upon the role of teacher efficacy in student success.	School board policy acknowledges the link between teacher efficacy and student achievement and sets the procedures that teachers and administrators use to systematically and revise instructional practice based on student performance.	School board policy acknowledges the link between teacher efficacy and student performance, but either clear procedures are not set for staff members to use student performance when reviewing and revising teacher practice or the staff members do not implement the procedures.	There is no school board policy linking teacher efficacy and student performance.
	School leadership expects teachers to recognize and accept their professional role in student success and failure and provides opportunities for teachers to study the connection between instructional practices and student success and consider that connection in the design of their instruction.	Teachers acknowledge and strengthen the impact of their instructional effectiveness on the success of their students by regularly reflecting on and changing their classroom practices as needed.	Teachers occasionally reflect on the impact of their instruction on the success of their students, but either the reflection is not a regular occurrence or does not lead to a change in classroom practices.	Teachers do not reflect on the impact of their instruction on the success of their students as a way to improve student achievement.
	Students collaborate to design instruments to be used for school-wide evaluation of the instructional performance of the teachers and the curriculum of the school, resulting in instructional and curricular modifications to better meet the diverse needs of students.	Teachers provide students with opportunities to evaluate the instructional performance of the teachers and use the feedback to improve their classroom practice as needed.	Some teachers provide students with opportunities to evaluate their instructional performance, but opportunities (e.g., only at the end of the school year, only in certain classes) are limited.	Teachers do not provide students with opportunities to evaluate the instructional performance of teachers.
	Teachers fully participate in community events in appropriate and supportive ways.	Teachers participate in community events in appropriate and supportive ways.	Teachers participate minimally in community events.	Teachers do not participate in community events.

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4.1f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Master schedule • Class rosters • Enrollment data • School board policies and meeting minutes • Parent, student and staff member interviews • Student schedules • Daily schedules • Lesson plans • Records of teacher certification/ experience • Student/teacher ratio • Class offerings/course descriptions 	Meets criteria for a rating of "3" on this indicator plus:			
	Alternative scheduling options are designed and implemented to ensure that all students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities.	Students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities.	Most students have equitable access to classes, but priority has not been given to students with disabilities when assigning classroom space.	Students do not have equitable access to classes.
	Students self-monitor their progress toward learning goals and collaborate with staff members to adjust flexible groupings.	Student groupings are created based on instructional needs and provide for flexible grouping and regrouping with continuous assessment and adjustment that allows the strengths of staff to be matched with the needs of students.	Student groupings are sometimes created based on instructional needs. There is some flexibility for regrouping based on assessment of student performance with little regard to teacher strengths.	Student groupings are not based on instructional needs and there is no attempt to regroup when necessary.
	The district provides additional fiscal resources beyond those required by the funding formula to lower student/teacher ratio below that required by school board policy.	The school board has adopted policy and school leadership has implemented a staffing procedure that ensures an effective student/teacher ratio for meeting the needs of all students.	The school board has a policy regarding student/teacher ratio, but the policy does not ensure an effective student/teacher ratio for meeting the needs of all students.	The school board does not have a policy regarding student/teacher ratio.

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4.1f (continued)	Meets criteria for a rating of “3” on this indicator plus:			
	School board policy requires that decisive changes in staffing assignments, as well as the inclusion of community resources (e.g., Elders, cultural leaders) be made based upon student achievement data in order to capitalize on the in-depth knowledge of specific persons on a variety of content. School and district leadership teams collaborate to discuss effective and ineffective master schedules to inform this change process.	The school board has adopted policy and school leadership has implemented a procedure requiring a flexible master schedule that allows teaching assignments to be adjusted in order to maximize the impact of the strengths of specific teachers on student learning.	The school board may have a policy requiring a flexible master schedule, but teaching assignments are not often adjusted to impact student learning.	The school board does not have a policy requiring a flexible master schedule or teaching assignments are never adjusted.

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4.1g Teachers communicate regularly with families about individual student's progress (e.g., engage through conversation). <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> Report cards and/or progress report forms School/teacher Web pages Phone/email registers of family contacts School board policies and meeting minutes Notes from parent conferences Student, parent/family member and teacher interviews Interactive automated voice mail system Record of home visits 	Meets criteria for a rating of "3" on this indicator plus:			
	The school exceeds the requirements of local board policy regarding communication about student progress to foster a school culture of collaborative learning and dialogue by developing a policy outlining all the ways parents will be informed and involved.	The local board of education has adopted policy and school leadership has implemented procedures guiding interactive school/home communication about student progress.	The local board of education has a policy guiding interactive school/home communication about student progress, but the policy is not fully implemented by school leadership.	The local board of education does not have a policy guiding interactive school/home communication about student progress.
	The school's web sites contains links to the web pages of individual teachers and, through secure password entry, families can obtain information on the progress of their students.	Student progress reports (e.g., paper or electronic copy, e-mail) are sent home regularly and include specific, written explanations of student performance beyond computer-generated statements and, if appropriate, progress on the goals of individual education plans.	Student progress reports are sent home, but do not include explanations of student performance beyond computer-generated statements, and, if appropriate, progress on the goals of individual education plans.	Student progress is communicated to parents only through student report cards, or the report cards include no explanation of student performance.
	The school has established regular "phone hours" during which parents are able to easily contact teachers to discuss student progress in order to achieve a high level of complementary education expectations.	Teachers regularly contact families (e.g., home visits, telephone calls, e-mail) to discuss student progress.	Some teachers contact families to discuss student progress, but most teachers contact families only concerning discipline problems.	Teachers do not contact families to discuss student progress.
	Students collaborate with staff members to initiate opportunities to demonstrate their progress to their families and/or community members.	Teachers involve students (e.g., student- led conferences, journals) in reporting student progress to families.	Some teachers involve students in reporting student progress to families.	Teachers do not involve students in reporting student progress to families.

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4.1h There is evidence that the teachers and staff care about students and inspire their best efforts. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Mission and belief statement • Staff members, students, parents/ family member and community member interviews • Perception surveys • Walk-through observations • Master schedule • Student handbook • School newsletter • Family Resource/Youth Services Center/counseling programs • Recognition program documentation • Student work displays • Web pages • Newspapers • Yearbooks 	Meets criteria for a rating of “3” on this indicator plus:			
	School staff and community members collaborate to provide a support structure (e.g., mentors, safe places, after school programs) that ensures a nurturing learning environment for all students.	Staff members have established a nurturing learning environment (e.g., school-within-school concept, team structure, advisor-advisee program) for all students.	The learning environment of the school may be nurturing, but the staff members do not establish this culture for all students.	A nurturing learning environment does not exist in the school.
	Students, staff members and community members establish, sustain and participate in an adult/peer advocacy network.	Each student has been formally assigned and meets regularly with an adult who serves as an advocate for the student.	Students have either not been formally assigned or do not regularly meet with an adult who serves as an advocate.	Adults do not advocate for students.
	Staff members nurture students by extending appropriate student/staff interactions into areas of student interest beyond the classroom and/or school using the local environment and resources to link what they are teaching to the everyday lives of the students.	There are frequent and meaningful interactions between students and staff regarding academic performance, attendance, behavior and individual needs of students based on the school’s mission/vision and the content and the performance standards.	There are occasional, meaningful interactions between students and staff, but the focus of the interactions is usually behavioral issues.	Interactions between students and staff are not meaningful.
	Staff and community members use innovative strategies (e.g., awards, classroom Web pages, letters to the editor, marquees) to provide appropriate praise and positive reinforcement, motivating students to high levels of achievement in areas within and beyond the classroom and/or school.	Staff members frequently use appropriate praise and positive reinforcement to motivate students to high levels of achievement.	Some student accomplishments are recognized, and reinforced, but praise is often inappropriate or inequitably applied.	Student accomplishments are not recognized.

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DA	Meets criteria for a rating of “3” on this indicator plus:			
4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> School communications plan Staff member, parent/family member and community member interviews Samples of written correspondence School meeting/program agenda School board meeting minutes School web page Civic group programs/meeting agenda Perception surveys Newspaper clippings Bulletin boards, exhibits and displays Brochures/pamphlets 	Representatives of all stakeholder role groups from the school community collaborate to develop the school’s systematic communications plan.	The school has published and implemented a systematic communications plan that guides written, face-to-face and electronic communication with stakeholders informing them of school programs, activities, and school reform efforts and to seek support.	The school has a communications plan, but it is not publicized and/or is partially implemented.	The school does not have a communications plan.
	The school collaborates with the district to seek technological resources from the community to ensure state-of-the-art communication capabilities in support of a climate conducive to student performance excellence.	School staff members use a variety of technological resources (e.g., voice mail, web page, cable access channels) and communication strategies to provide interactive communication with stakeholders.	School staff members use limited technology to communicate with stakeholders.	The school does not use technology to enhance communication with stakeholders.

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4.1j There is evidence that student achievement is highly valued and publicly celebrated in a manner that is culturally appropriate (e.g., displays of student work, assemblies).	School and district leadership provide opportunities for the accomplishments of students to be recognized at local, state and national levels.	School staff members regularly and equitably recognize and celebrate the accomplishments of students for academic success, including formal and informal recognition.	School staff members informally recognize some students for academic success.	School staff members do not recognize student academic success. Student success is not shared.
<u>Examples of Supporting Evidence:</u>	School staff members, students and stakeholders collaborate to recognize student achievement through exhibitions and showcases.	Staff members implement a process for the use of student performance exhibitions and showcases of student work for recognition of achievement in all content areas.	School staff members showcase student work on a limited basis or only recognize success in one area (e.g., sports).	School staff members do not exhibit or showcase student work.
<ul style="list-style-type: none"> • 5YCEP • Displays of student work/exhibitions • Staff members, student, parent/family member and other stakeholder interviews • Media documentation • School/classroom web pages • Videos of student performances • School board meeting agenda and minutes • Perception surveys • Student recognition program documentation • Trophy cases • Yearbooks 	School and district staff members collaborate with students and stakeholders to honor and display quality student work in the community.	Quality student work and scoring rubrics are consistently displayed in classrooms and throughout the school and are used to guide student self- reflection.	Student work is displayed in some areas but may not reflect quality and/or be used to guide student self-reflection.	Student work is not displayed in the school.
	School and district staff members collaborate with stakeholders to publicize student academic achievement and to provide additional sources of recognition (e.g., scholarships).	Student academic achievement is publicly shared with community and business partners.	Student success may be shared with families, but seldom shared with community and business partners.	Student success is not shared.

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4.1k The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity through policies, curriculum and instruction. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Student, staff member, parent/family member and community member interviews • School board policies and meeting minutes • Multicultural/diverse instructional resources • 5YCEP • Walk-through observations • Lesson/unit plans • School guidance plans/records • Perception surveys • Suspension/expulsion/attendance records 	Data on the practice of staff members is collected and analyzed to determine if the commitment to equity initiatives and appreciation of diversity practices has a positive impact on student achievement.	The school board has adopted policies addressing, and school staff members have incorporated into their practice, a commitment to equity and an appreciation of diversity.	The school board has policies that address a commitment to educational equity and an appreciation of diversity, but the policies are not always reflected in practice.	There are no school board policies regarding educational equity or appreciation of diversity.
	Varied instructional strategies based on multicultural considerations are integrated into the curriculum, resulting in the reduction and eventual elimination of achievement gaps.	Multicultural considerations are reflected in instructional strategies and seamlessly integrated into the curriculum and connected to students’ lives.	Multicultural education is addressed through separate instructional programs.	Multicultural education is not addressed.
	The school functions as a learning community that negates the impact of physical, cultural and socio-economic factors on learning by meeting them as challenges, rather than recognizing them as barriers.	School staff members establish and sustain a culture that minimizes the impact of physical, cultural, and socio- economic factors on learning.	School staff members may establish, but do not sustain a culture that minimizes the impact of physical, cultural, or socio-economic factors on learning.	School staff members do not address physical, cultural, or socioeconomic barriers to learning.

